

*Only copy*

*S.J.*

ADDRESS OF THE VERY REVEREND PAUL L. O'CONNOR, PRESIDENT OF  
XAVIER UNIVERSITY, at the December 16, 1960, Commencement  
Exercises of THE OHIO STATE UNIVERSITY, Columbus, Ohio

Graduates of the December Class of 1960:

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This morning ~~(afternoon)~~ as you prepare to leave  
the campus of Ohio State University, ~~having completed a~~  
~~prescribed course of studies according to accepted norms and~~  
~~standards~~, you ~~have~~ paused to hear some final words. These  
words come from your own campus spokesmen and, at this moment,  
from one who has had nothing at all to do with the years you  
have spent here ~~XXXXXXXX~~ preparing for life. *work.*

This is a rather curious academic custom, is  
it not, of listening to a complete stranger at this final and  
important moment of your campus career? What can I possibly  
say that will have any relevance to the ambitions, the emotions,  
the convictions, the designs for action that lie deep within  
the hearts of each of you? What of value is to be gained in  
these few final moments we spend together in a one-way conversation?

I feel most deeply the challenge to ~~make this~~ *present*  
a worthwhile moment for you. In return I ask the favor that  
you weigh most carefully what I have to say in terms of its  
possible value to you. Since I come from another campus,  
from ~~XX~~ a different tradition, from an earlier generation,  
perhaps I can spark that moment of truth that will give new  
perspective to the knowledge that you have gained through  
these years of lectures, of discussions, of reading, and  
of personal involvement in the things of the mind.

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In these few minutes allotted to me I hope to underscore what I think are the things that lie ahead of you because you are today's graduates. For you I see opportunities, problems, and the thrill of high adventure. Let us consider these things in reverse order.

First - adventure. I envy your youth. You are looking down the vista of the future to an era of unbelievable excitement. You are on the threshold of one of the most dramatic eras in the history of the human race. The space age is just opening up. We might compare it to the age of exploration that burst upon Europe in the 15th century. But looking back, the excitement of ~~their~~ <sup>those</sup> discoveries is as nothing compared with what lies immediately ahead of you. Their discoveries were merely extensions of the world that they knew - wide, sweeping oceans - new and beautiful land masses - human beings who were identical with them except for the accidents of race, of environment, and of culture. As we look to the adventure into outer space, and it is most reasonable to anticipate that it is just a few years away, we speculate with reason upon the possibility of encountering new types of life, in environments radically different from that of this earth. We are involved here with distances, and dimensions and extremes well beyond our comprehension but not beyond our calculation.

You, today's graduates, possessing technological skills, ~~XXXXXXXXXX~~ breadth of knowledge, and a challenge to creativity unparalleled in the history of mankind, enter upon

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your productive life with a priceless kit of tools. The question I have for you is this: <sup>Are you</sup> ~~Do you plan~~ to get into the act?

You know you have free choices. You might, on the one hand, decide to withdraw from it all, to take the position that you are overwhelmed by the complications of life, by the inscrutability of nature's plan, by the demands upon your nervous energy and the life-long discipline of keeping up with the ~~explosive~~ acceleration of knowledge in all fields. On the other hand you can accept the challenge, you can rejoice in man's ever deepening penetration into the mysteries of nature. You can take pleasure in the fact that one answer arrived <sup>at</sup>, usually poses two questions to be answered. ~~You can accept the fact that as man tightens his grip on the forces that move the universe he is approaching the high destiny decreed for him by his Creator, an infinitely good and infinitely wonderful Being.~~ <sup>Who is</sup> This is the adventure, I say, that lies before you and I am sure that your University has prepared you for a keen sharing of the thrilling days and years that lie ahead.

I spoke of adventure, of problems, of opportunities. Let us for a moment look at the second of these - the problems that you inherit because you<sup>f</sup> are the graduates of 1960.

I might confess that my generation has created <sup>most</sup> ~~many~~ of them.

But to say that we are responsible for all of them would be <sup>to</sup>

~~XXXXXXXXXXXXXXXXXXXX~~ <sup>overstate</sup> ~~overstate~~ the case. The ills of mankind today stem from many <sup>causes</sup> ~~causes~~ and the mistakes of centuries are

still coloring the patterns of today's living. But, whatever their ancient origin, the problems faced by your generation,

demand solutions - some ideal, some expedient. Because we,

as a nation, have an enemy who has declared that <sup>he</sup> ~~we~~ will bury us"



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we are faced with such problems as our image abroad, and the alignment of friends among the uncommitted peoples. We have disturbing forces within our nation threatening to shatter the fabric of our national unity. We once had a discernible national purpose, a reason for existence, and firecely-sought goals. We ~~XXXX~~ once had the impregnable protection of two vast oceans. Today, we realize that there is no natural barrier to protect us against the destructive engines of an enemy. Today, the philosophers of our era are saying that we have lost our sense of purpose, our direction, our goals. We look about us and see the disintegration of our cities, once the nucleus of our drives and our culture. Every big American city has decayed at the core. The citizens have taken refuge in the suburbs. Transportation has become a daily handicap to wage-earners and leisure seekers. The close-in living that produced the environment for great musical organizations, for the professional theatre, for public servides such as libraries, museums, meeting halls, mercantile establishments, recreations and sports is fast disappearing. Are we scattering our forces and dissipating our strengths? Have we lost the ability to maintain the environment which in the past has produced the lasting evidences of our human greatness?

Indulge me, if you will, in a brief discussion of the problems of education that you, the Class of 1960, will inherit immediately because you are ~~XXXX~~ now of voting age, you are now eligible as taxpayers, you are now on the first rung of the ladder of community responsibility.

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You will now be faced with the question whether you, as recipients of unparalleled educational opportunity, will perpetuate this privilege for others.

Have you though, up to now, just what your responsibility might be to those who went before you and provided what you have enjoyed in the way of education? Or what it might be to those who will come after you now that you have emptied your locker and vacated your tablet arm-chair, in favor of another?

To understand your role, I believe that you must understand just what has not only made education in America great but what has made America in the past two decades the mecca of world scholars.

As an educator I come to you today from a University, in the State of Ohio, dedicated to public service, and depending for its existence upon public good will and support. In every one of these characteristics you might say to yourself XX@XXXX XJ@X - "his institution is like ours - these same things are true of the Ohio State University."

Yet, and this is the genius of American education, we can say these things equally but my institution which is ~~Xavier University of Cincinnati~~ is not another Ohio State University, nor is it intended to be. It is in fact quite different. Mine is a private university. ~~It has a different type of support from yours;~~ it has a different kind of control; XXXXXXXX it was founded for different reasons; and the case for its support is based on quite different premises from yours. Yours is a public university; mine is a private university. We work side by side, with mutual respect, and in complete harmony.

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Whether you know it or not, it is only in America that this dual system of education works so well. It is only here that the individual citizen is willing to tax himself on the one hand for the maintenance of our great public institutions of education and on the other hand voluntarily allies himself with a private educational institution of his choice to work for its preservation and its advancement. In a recent statement of the Council for Financial Aid to Education this valuable duality of American education was described in these words:

“A friendly competition for academic excellence and a wholesome give-and-take exist between the tax-supported and the privately endowed institutions. These contribute vigor to the whole of higher education and are constructive to the maintenance of the democratic process in <sup>our</sup> ~~this~~ country. This dual system makes for efficiency and progress.”

The ~~large~~ majority of you graduates, I am sure are residents of Ohio and will return to your own communities to take up your civic responsibilities. In Ohio, as in the nation as a whole, there is a tremendous challenge today to all education, and especially to higher education, ~~in preparing to meet the expected increases in enrollment.~~ The challenge is not only to provide adequate space for the students who because of ~~many~~ family background and other favorable factors seek admission. It is also for the providing of space to those with ability who must be sought out, and convinced of their ~~potential~~ potential, and ~~shown~~ shown how they can overcome financial and other handicaps. Unless this latter group reaches college



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our nation will waste a vast amount of its human resources and face the possibility of losing its world leadership.

Such an ideal program of guiding all qualified young people into college careers and of finding the resources to implement this program cannot be effected without the fullest cooperation of all college and universities both the publicly supported and the privately endowed. In Ohio we have a model form of this kind of cooperation in the Ohio College Association which embraces all of the accredited colleges and universities, both public and private.

The Problems and Policies Committee of the American ~~ESSZESSZ~~ Council on Education recently called for more state-wide planning for the efficient allocation of educational responsibilities. Without such an exhortation planning would go forward in Ohio because of the rapport that has long existed between the more than 50 higher educational institutions in this state.

As I address myself to you as Ohio's citizens of tomorrow, I wish to point out another factor that I would commend to your attention. As Ohio's colleges, private and public, expand to meet the needs of the people of the state, there ~~MMXX~~ must be no dilution of the quality of our education. We have gained little as a state or a nation in spreading educational opportunity if that opportunity is something shoddy and unworthy of those who offer it as well as those who receive it. To meet Ohio's needs it isn't likely that many new private institutions will spring up. Ohio's existing private colleges and universities will endeavor to enlarge their programs and improve their facilities in proportion to their share of

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the overall responsibility. Our public institutions will, on the other hand, meet their responsibility by setting up a number of community colleges and branches in smaller communities throughout the state. *and this must be done under the aegis of already established public + private colleges.* But this proliferation must be carefully watched so that the quality of higher education, as we want to understand it, is not diluted. It would be fatal to give in to the pressures of well-intentioned legislators from various parts of the state who might seek to cater to home pride by calling for community colleges in every community of any size in the state. It would also be a tragic mistake to yield to pressure and attempt to set up higher graduate study in a large number of centers throughout the state. Graduate study is highly important and like anything of real value is costly both in terms of facilities and faculty. Here is where it would be the part of wisdom to conserve the resources of the state, both public and private, by concentrating rather than proliferating. Graduate study suffers today not from a scarcity of facilities but rather from a lack of highly qualified candidates.

Let me quote again, if I may, from the Problems and Policies Committee of the American Council on Education:

"A great waste in higher education comes from the unnecessary duplication of programs, both among and within institutions. Educational costs increase not only with the rise in the number of students but also with the number and kinds of educational programs. A prime source of waste is the initiation of new programs or the continuation of ineffective ones, particularly of a professional and graduate character, while already successful and useful programs are not being employed



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to their maximum.

"Institutional imperialism and special-interest pressure are among the forces which contribute to such duplication of effort. Wasteful programs now existing can be reduced only with great difficulty, and in actuality some that represent duplication may eventually be justified by new demands. But additional ones which are educationally unnecessary and economically unsound should be resisted by all leaders of opinion. State-wide planning for the efficient planning of educational responsibilities needs to become far more general."

Let me reiterate the proposition to you graduates that you must bring all our resources to bear on the problem of financing higher education. This financing must come from private sources, from state sources, and from federal sources. I am always amused by the debate as to whether or not we should have federal aid to higher education. Such aid is already a well-established fact. Federal expenditures for public and private higher education this year will total approximately 1.3 billion dollars with more than eight hundred million for research. Loans to colleges and universities for housing facilities will total more than <sup>150</sup> million and student aid, grants, and loans will total another <sup>145</sup> million. It is most likely that in the next few years Federal expenditures ~~XXXXX~~ on behalf of higher education will increase rather than decrease. And, as is ~~XXXXXXXXXXXX~~ inevitable, along with this aid will come more and more Federal control of <sup>higher</sup> education. The problem for educators and citizens at all levels will be to minimize this control as much as possible.

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This commencement makes alumni of you graduates of the December Class of 1960. This gives you status and responsibility in the decisions of your University and in the decisions of your own local community. To have a reasonably established responsibility to ~~XXX~~ repay to society to the best of your ability for the privilege of an education at public expense. Such repayment will be in essence the passing of this same or better educational opportunity to the generations that will follow you. You must realize, too, that your University, while tax-supported, has been able to carry on its widely diversified program only because the alumni have provided additional resources from their personal incomes, and because business corporations in the state, in addition to their tax support, have given voluntary help so that the Ohio State University could serve in an eminent way. Because I am well aware of these special support programs, I can tell you that as alumni of Ohio State University you will on more than one occasion in the future glow with pride over the accomplishments of your University through voluntarily supported research and other programs. You will soon be called upon to do ~~your~~ share according to your means and to do what you can to influence business and industry to give to higher education at Ohio State. This will not be a difficult task, I assure you, because today business and industrial leaders are well aware that they depend heavily upon our colleges and universities as the primary source of their trained manpower.

May I close now, with the third of the legacies that you of the Class of 1960 will inherit. The first was adventure, the second was responsibility. The third is opportunity.



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Your education does not end today, unless you will it to do so. Because the Ohio State University has given you a good foundation, you can build this edifice until the day you die. If you need further convincing of the tremendous opportunity that is yours, think of the more than a billion inhabitants of this earth and of the infinitesimal number who have reached the educational plateau on which you find yourselves. You might have been numbered among the multitude. Instead, you are among the highly selected. Does this not place a great responsibility upon you?

Take a good look at yourself this morning (~~afternoon~~) and see whether or not you have arrived at this moment well-ordered, and well-intentioned. -- well-ordered toward God, ~~XXXXXXXX~~ well-intentioned toward your fellow man. That is much more important than worrying about the problems ~~XXXX~~ that I have been describing up to now. It is more important because *orientation & orderliness* problems find their solution in personal ~~orderliness~~. Perhaps you have heard the story of the father who wanted to give his nervous little boy something to occupy his time and keep him quiet for a while. He took a sheet of newspaper which had a map of the world on it, tore it into small pieces which he scattered across the floor, and ~~XXXXXXXX~~ then told the boy to reassemble ~~XXXX~~ the map jig-saw fashion. The boy returned to the father in a very short time and said that he had reassembled the map. When the father asked how he could have done it so quickly, the boy replied: " Well, I wasn't getting anywhere putting the world together until I noticed that on the back of the sheet was the picture of a man. That was easy to *put* ~~put~~ together

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and I just turned it over." This shows, that if the individual man is well-ordered the world will be well-ordered, too.

Graduates of the December Class of 1960, it is my sincere wish and my prayer that you find in your future life, because of what you have learned here at the Ohio State University, a great deal of happiness, of joy, and of genuine responsibility to your generation.

May I close with the brief words of benediction which in Ireland is always spoken by the father of the house when the son leaves home to make his way in the world.

" May the roads rise with you and may the winds be always at your back. And may the Lord hold you in the hollow of His Hand."

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